

# Unit Planning Guide: Grade 8 Unit 5 of 5

Unit Title: Statistics & Probability	Pacing (Duration of Unit): 10 days
Grade: 8	Buffer Day(s):

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- 1. Make sense of problems and persevere in solving them.**
- 2. Reason abstractly and quantitatively.**
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
- 7. Look for and make use of structure.**
8. Look for and express regularity in repeated reasoning.

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

**8.SP.4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two- way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?**

#### WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 3: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.)

	a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.
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<p><b>Meaning (*Mostly assessed through Performance Tasks/Assessments)</b></p>
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<p><b>Big Ideas:</b></p>	<p><b>Essential Questions:</b> (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p>
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<p><b>Acquisition (*Mostly assessed through traditional summative assessments)</b></p>
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**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*